



State of New Jersey 2014-15

OVERVIEW

UNION
ELIZABETH CITY

GRADE SPAN 02-08

39-1320-250
WILLIAM F. HALLORAN SCHOOL NO.22
1014 SOUTH ELMORA AVENUE
ELIZABETH, NJ 07202

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

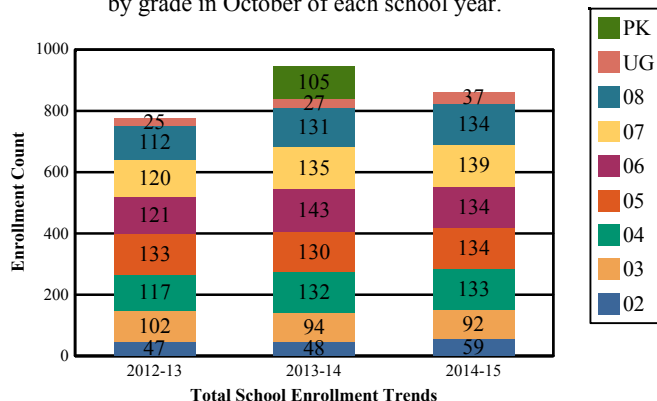
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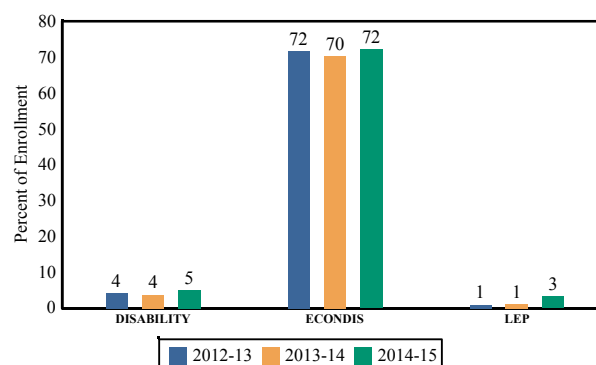
Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



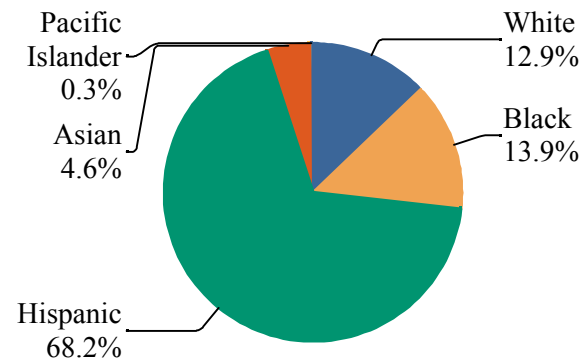
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



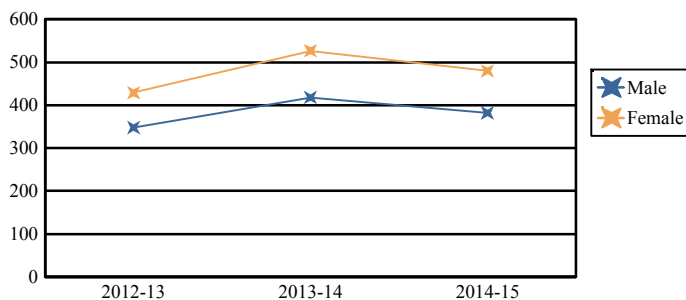
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

Year	Enrollment
2012-13	777
2013-14	945
2014-15	862

Enrollment by Gender

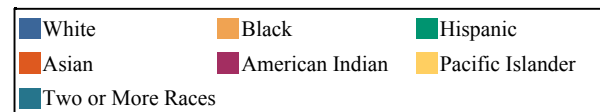
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	348	429
2013-14	418	527
2014-15	382	480

Current Year Enrollment by Program Participation

Program	Count of Students	% of Enrollment
Students with Disability	44	5%
Economically Disadvantaged Students	622	72.2%
English Language Learners	28	3.3%



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
Spanish	53.2%
English	35.3%
Portuguese	4.3%
Arabic	1.9%
Bengali	1.1%
Haitian Creole	0.9%
Other	3.3%

ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	77%	94	92
Math Met or Exceeded Expectation	65%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	594	77.1%	95%	97.6%	YES
White	80	83.8%	95%	98%	YES
African American	70	71.4%	95%	93.9%	YES*
Hispanic	408	76%	95%	98.1%	YES
American Indian	-	-	--	--	--
Asian	36	86.1%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	418	75.9%	95%	98.3%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	596	65.4%	95%	97.9%	YES
White	81	77.8%	95%	99%	YES
African American	70	58.5%	95%	93.9%	YES*
Hispanic	409	64.1%	95%	98.3%	YES
American Indian	-	-	--	--	--
Asian	36	66.6%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	420	64.6%	95%	98.7%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	39	788	744	0%	0%	8%	74%	18%	92%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	24	783	727	0%	0%	13%	75%	13%	88%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	25	782	724	0%	0%	12%	76%	12%	88%	24%

ACADEMIC ACHIEVEMENT

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PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	87	765	751	0%	1%	22%	68%	9%	77%	52%
White	16	763	758	0%	6%	6%	81%	6%	88%	63%
African American	11	764	733	0%	0%	27%	55%	18%	73%	30%
Hispanic	56	766	737	0%	0%	25%	66%	9%	75%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	65	764	734	0%	2%	25%	66%	8%	74%	31%

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PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	112	766	751	0%	4%	22%	68%	5%	73%	53%
White	18	772	757	0%	6%	6%	78%	11%	89%	62%
African American	12	759	734	0%	0%	42%	58%	0%	58%	31%
Hispanic	79	765	737	0%	5%	24%	66%	5%	71%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	83	764	734	0%	6%	22%	67%	5%	72%	31%

PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	110	759	749	0%	8%	23%	60%	9%	69%	50%
White	14	763	755	0%	0%	36%	50%	14%	64%	59%
African American	16	758	732	0%	13%	13%	69%	6%	75%	29%
Hispanic	73	758	736	0%	10%	22%	60%	8%	68%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	80	762	733	0%	8%	21%	59%	13%	71%	30%

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PARCC ELA Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	129	770	750	0%	2%	18%	60%	21%	81%	53%
White	14	778	757	0%	0%	21%	43%	36%	79%	61%
African American	19	763	730	0%	5%	16%	74%	5%	79%	31%
Hispanic	88	769	736	0%	1%	18%	60%	20%	81%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	89	769	733	0%	1%	19%	61%	19%	80%	33%

PARCC ELA Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	117	770	750	1%	1%	19%	64%	15%	79%	53%
White	12	779	757	0%	8%	0%	67%	25%	92%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	88	770	735	0%	0%	20%	66%	14%	80%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	76	766	732	1%	1%	20%	66%	12%	78%	34%

PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	39	783	746	0%	3%	0%	67%	31%	97%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	24	781	733	0%	4%	0%	67%	29%	96%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	25	783	730	0%	4%	0%	68%	28%	96%	26%

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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	87	771	744	0%	0%	17%	74%	9%	83%	42%
White	16	769	749	0%	0%	19%	75%	6%	81%	50%
African American	11	772	727	0%	0%	27%	45%	27%	73%	20%
Hispanic	56	771	732	0%	0%	16%	79%	5%	84%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	65	771	730	0%	0%	17%	75%	8%	83%	23%

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PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	113	761	744	0%	4%	27%	60%	9%	69%	42%
White	19	764	749	0%	11%	21%	63%	5%	68%	49%
African American	12	756	728	0%	0%	42%	50%	8%	58%	21%
Hispanic	79	760	733	0%	4%	27%	59%	10%	70%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	84	759	731	0%	5%	29%	57%	10%	67%	23%

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PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	111	755	743	2%	9%	26%	58%	5%	63%	42%
White	14	763	749	0%	0%	14%	86%	0%	86%	50%
African American	16	751	726	0%	19%	19%	56%	6%	63%	19%
Hispanic	74	754	731	3%	9%	28%	57%	3%	59%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	81	756	729	1%	10%	25%	59%	5%	64%	23%

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PARCC MATH - Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	81	746	740	0%	9%	46%	46%	0%	46%	38%
White	-	-	745	-	-	-	-	-	-	46%
African American	13	743	725	0%	8%	62%	31%	0%	31%	17%
Hispanic	57	748	730	0%	7%	44%	49%	0%	49%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	56	748	728	0%	5%	48%	46%	0%	46%	21%

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PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	126	749	740	2%	9%	40%	50%	0%	50%	40%
White	12	757	746	8%	0%	17%	75%	0%	75%	47%
African American	14	748	722	0%	21%	21%	57%	0%	57%	20%
Hispanic	90	748	725	1%	9%	43%	47%	0%	47%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	83	747	725	2%	11%	40%	47%	0%	47%	21%

ACADEMIC ACHIEVEMENT

UNION
ELIZABETH CITY

GRADE SPAN 02-08

39-1320-250
WILLIAM F. HALLORAN SCHOOL NO.22
1014 SOUTH ELMORA AVENUE
ELIZABETH, NJ 07202

PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	39	760	728	0%	0%	18%	74%	8%	82%	21%
White	-	-	731	-	-	-	-	-	-	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	29	759	718	0%	0%	21%	79%	0%	79%	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	26	758	718	0%	0%	23%	73%	4%	77%	8%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

ACADEMIC ACHIEVEMENT

UNION

ELIZABETH CITY

GRADE SPAN 02-08

39-1320-250

WILLIAM F. HALLORAN SCHOOL NO.22

1014 SOUTH ELMORA AVENUE

ELIZABETH, NJ 07202

NJASK Results - Science Grade Level - 04

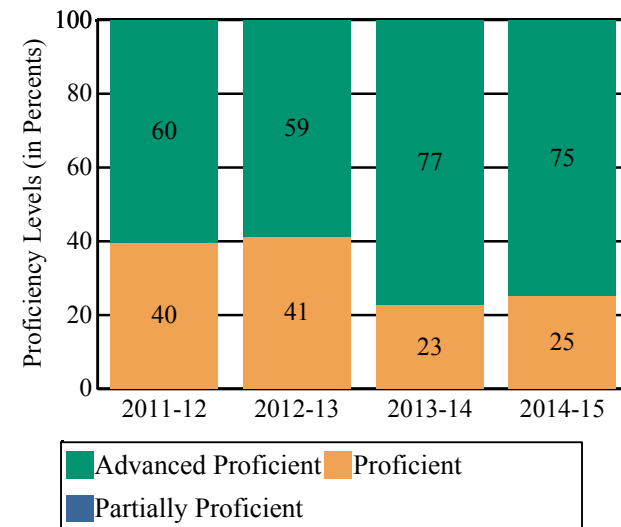
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	75%	25%	0%
White	75%	25%	0%
African American	82%	18%	0%
Hispanic	73%	27%	0%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	73%	27%	0%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

UNION

ELIZABETH CITY

GRADE SPAN 02-08

39-1320-250

WILLIAM F. HALLORAN SCHOOL NO.22

1014 SOUTH ELMORA AVENUE

ELIZABETH, NJ 07202

NJASK Results - Science Grade Level - 08

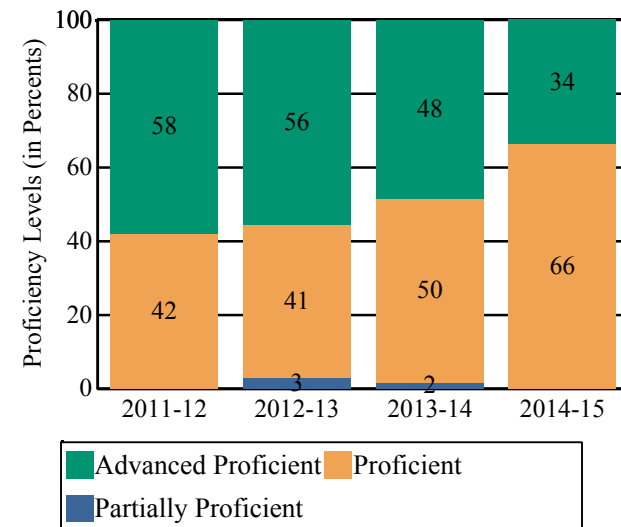
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	34%	66%	0%
White	38%	62%	0%
African American	-	-	-
Hispanic	34%	66%	0%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	36%	64%	0%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

UNION

ELIZABETH CITY

GRADE SPAN 02-08

WILLIAM F. HALLORAN SCHOOL NO.22

1014 SOUTH ELMORA AVENUE

ELIZABETH, NJ 07202

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
152	138

Algebra I Test Taking

This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
94.1%	50.7%

- Data Suppressed to protect the confidentiality of students

COLLEGE AND CAREER READINESS

UNION

ELIZABETH CITY

State of New Jersey

2014-15

GRADE SPAN 02-08

39-1320-250

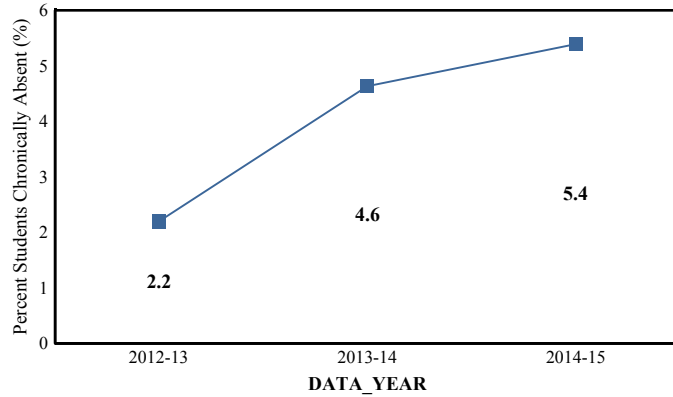
WILLIAM F. HALLORAN SCHOOL NO.22

1014 SOUTH ELMORA AVENUE

ELIZABETH, NJ 07202

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

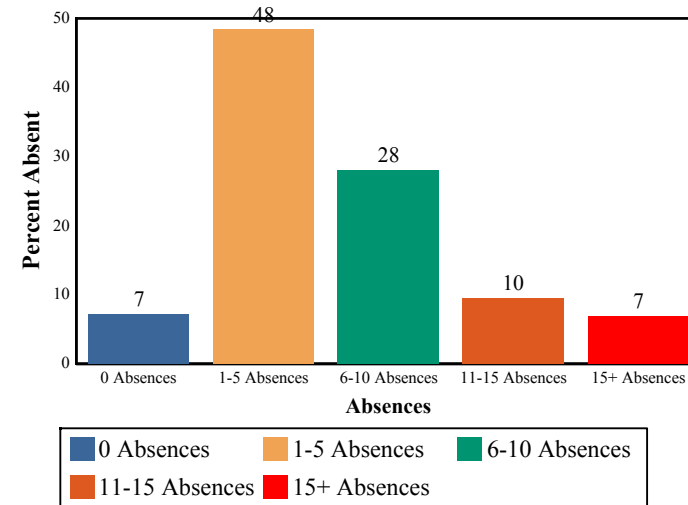


Chronic Absenteeism for 2014-15

5.39%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1 - 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	92.1%	66.0%
Visual Arts	94.1%	71.1%
Total: All Visual and Performing Arts	100.0%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

UNION

ELIZABETH CITY

GRADE SPAN 02-08

WILLIAM F. HALLORAN SCHOOL NO.22

1014 SOUTH ELMORA AVENUE

ELIZABETH, NJ 07202

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	51	55	56	35	YES
Student Growth on Math	42	36	31	35	YES
		46	44		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	0%	0%	0%
Partially Met	3%	0%	0%
Approached	13%	6%	2%
Met	16%	25%	22%
Exceeded	0%	2%	9%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	0%	0%	0%
Partially Met	5%	1%	0%
Approached	15%	9%	3%
Met	23%	23%	15%
Exceeded	0%	1%	5%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

ELIZABETH CITY

GRADE SPAN 02-08

WILLIAM F. HALLORAN SCHOOL NO.22

1014 SOUTH ELMORA AVENUE

ELIZABETH, NJ 07202

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	840	850
75th	798	770
50th	781	743
25th	765	715
0th	711	650

	Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap	33	55
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Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	818	850
75th	787	767
50th	778	745
25th	767	722
0th	717	650

	Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap	20	45
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WITHIN SCHOOL ACHIEVEMENT GAP

UNION
ELIZABETH CITY

GRADE SPAN 02-08

39-1320-250
WILLIAM F. HALLORAN SCHOOL NO.22
1014 SOUTH ELMORA AVENUE
ELIZABETH, NJ 07202

Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	796	850
75th	777	773
50th	762	750
25th	748	728
0th	715	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	45

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	806	850
75th	781	773
50th	766	751
25th	748	728
0th	706	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	782	764
50th	769	742
25th	755	721
0th	725	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	27	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	806	850
75th	775	763
50th	761	743
25th	745	723
0th	714	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	40

WITHIN SCHOOL ACHIEVEMENT GAP

UNION
ELIZABETH CITY

GRADE SPAN 02-08

39-1320-250
WILLIAM F. HALLORAN SCHOOL NO.22
1014 SOUTH ELMORA AVENUE
ELIZABETH, NJ 07202

Grade Level - 06

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	806	850
75th	775	770
50th	758	749
25th	743	726
0th	707	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	44

Grade Level - 07

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	824	850
75th	781	776
50th	767	751
25th	752	724
0th	679	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	52

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	797	850
75th	773	763
50th	759	742
25th	739	721
0th	688	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	42

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	774	850
75th	757	759
50th	748	740
25th	737	720
0th	705	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	20	39

SCHOOL CLIMATE

UNION

ELIZABETH CITY

State of New Jersey

2014-15

GRADE SPAN 02-08

39-1320-250

WILLIAM F. HALLORAN SCHOOL NO.22

1014 SOUTH ELMORA AVENUE

ELIZABETH, NJ 07202

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	7 Hrs. 30 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	1.3%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	6 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	13
Administrators	431

SCHOOL PEER GROUP

UNION
ELIZABETH CITY

GRADE SPAN 02-08

39-1320-250
WILLIAM F. HALLORAN SCHOOL NO.22
1014 SOUTH ELMORA AVENUE
ELIZABETH, NJ 07202

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	ATLANTIC CITY	CHELSEA HEIGHTS SCHOOL	01-0110-050	PK-08	74%	10.9%	10.4%
ATLANTIC	ATLANTIC CITY	RICHMOND AVENUE SCHOOL	01-0110-120	PK-08	78.2%	31%	12.7%
ATLANTIC	SOMERS POINT CITY	JORDAN ROAD ELEMENTARY SCHOOL	01-4800-055	KG-08	70%	7.3%	16.6%
BERGEN	HACKENSACK CITY	HACKENSACK MIDDLE SCHOOL	03-1860-300	05-08	71.9%	5%	19.5%
CHARTERS	GREATER BRUNSWICK CS	GREATER BRUNSWICK CHARTER SCHOOL	80-6635-930	KG-08	72.2%	28.6%	15.8%
CHARTERS	ROBERT TREAT ACADEMY CS	ROBERT TREAT ACADEMY CHARTER SCHOOL	80-7730-970	KG-08	71.5%	1.3%	5.1%
ESSEX	NEWARK CITY	ANN STREET SCHOOL	13-3570-200	PK-08	77.4%	24.4%	11.9%
ESSEX	NEWARK CITY	MT VERNON PLACE SCHOOL	13-3570-570	PK-08	77.6%	21.7%	6.4%
ESSEX	NEWARK CITY	OLIVER STREET SCHOOL	13-3570-590	PK-08	81.2%	34%	10.9%
ESSEX	NEWARK CITY	RIDGE STREET SCHOOL	13-3570-610	KG-08	75.9%	12.9%	11.8%
ESSEX	NEWARK CITY	WILSON AVENUE SCHOOL	13-3570-750	KG-08	77.1%	22.5%	10.4%
HUDSON	BAYONNE CITY	DR. WALTER F. ROBINSON #3	17-0220-030	PK-08	70.5%	28.4%	6.2%
HUDSON	JERSEY CITY	ACADEMY I	17-2390-095	06-08	72.5%	1.5%	8.8%
HUDSON	JERSEY CITY	JAMES F. MURRAY SCHOOL	17-2390-350	PK-08	74.9%	7.2%	8.8%
HUDSON	NORTH BERGEN TWP	FRANKLIN ELEMENTARY SCHOOL	17-3610-060	01-08	71%	5.1%	16.3%
HUDSON	NORTH BERGEN TWP	ROBERT FULTON ELEMENTARY SCHOOL	17-3610-110	KG-08	72.1%	19.7%	8.7%
HUDSON	UNION CITY	WOODROW WILSON ELEMENTARY SCHOOL	17-5240-140	PK-08	71.4%	1.9%	1.9%
MIDDLESEX	CARTERET BORO	CARTERET MIDDLE SCHOOL	23-0750-055	06-08	72.1%	3.2%	9.4%
MIDDLESEX	PERTH AMBOY CITY	SAMUEL E. SHULL MIDDLE SCHOOL	23-4090-150	05-08	73.9%	10.2%	11.3%
MIDDLESEX	PERTH AMBOY CITY	WILLIAM C. MCGINNIS MIDDLE SCHOOL	23-4090-140	05-08	73.9%	19.5%	8.5%
PASSAIC	CLIFTON CITY	CHRISTOPHER COLUMBUS MIDDLE SCHOOL	31-0900-035	06-08	70.6%	6.8%	11.5%
PASSAIC	PATERSON CITY	SCHOOL 11 (NEWCOMERS)	31-4010-150	04-08	75.8%	51.6%	6.8%

SCHOOL PEER GROUP

UNION

ELIZABETH CITY

GRADE SPAN 02-08

WILLIAM F. HALLORAN SCHOOL NO.22

1014 SOUTH ELMORA AVENUE

ELIZABETH, NJ 07202

PASSAIC	PATERSON CITY	SCHOOL 20	31-4010-240	KG-08	74%	10%	13.2%
PASSAIC	PROSPECT PARK BORO	PROSPECT PARK SCHOOL NO. 1	31-4270-010	PK-08	71.4%	4.4%	13.3%
SOMERSET	BOUND BROOK BORO	BOUND BROOK ELEMENTARY SCHOOL	35-0490-050	PK-08	76.6%	13.9%	10.4%
UNION	ELIZABETH CITY	ELMORA SCHOOL NO. 12	39-1320-150	PK-08	77.9%	21.8%	6%
UNION	ELIZABETH CITY	MADISON MONROE SCHOOL NO. 16	39-1320-190	PK-08	76.3%	12.7%	8.5%
UNION	ELIZABETH CITY	TERENCE C. REILLY SCHOOL # 7	39-1320-030	PK-08	72.1%	1.2%	1.4%
UNION	ELIZABETH CITY	WILLIAM F. HALLORAN SCHOOL NO. 22	39-1320-250	02-08	72.2%	3.2%	5.1%
UNION	HILLSIDE TWP	WALTER O. KRUMBIEGEL MIDDLE SCHOOL	39-2190-085	06-08	71.8%	2.1%	10.9%
UNION	PLAINFIELD CITY	CEDARBROOK ELEMENTARY SCHOOL	39-4160-100	KG-08	78%	26.6%	12.4%